DOCUMENT RESUME

ED 329 723 CE 057 198

TITLE	Improve the Quality of Vocational Education for Handicapped/Disadvantaged Students. Program Improvement. Final Report.
INSTITUTION	Quin Rivers Agency for Community Action, Inc., Providence Forge, VA.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE	30 May 89
NOTE	17p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Basic Skills; Career Guidance; *Disabilities; *Disadvantaged Youth; Educational Diagnosis; Educational Quality; High Schools; Job Placement; *Outreach Programs; Postsecondary Education; Program Improvement; Student Evaluation; Unemployment; *Vocational Education; Youth Employment; *Youth Programs
IDENTIFIERS	Virginia (Charles City County)

ABSTRACT

This project, conducted under the Carl D. Perkins Vocational Education Act, Public Law 98-24, provided outreach to 49 Charles City County (Virginia) economically and educationally disadvantaged handicapped youth, aged 16 through 21. Various services were provided to facilitate their entrance into vocational education, employment, or other education and training. The project had three components. A mobile outreach unit made contact with dropouts for enrollment and delivered some project services. The in-school component was staffed by a teacher assistant who assisted teachers of students who needed special prevocational preparation. The job development component identified particular positions with employers who would hire disadvantaged and handicapped youth. Youth entered the project through school identification, walk-ins, agency referral, or mobile unit outreach. They were evaluated, and Career Development Plans were built for them. Three basic options were offered: General Educational Development preparation with part-time employment; return to school for alternative education; and the Fair Break Program for youth with basic educational skills problems. Staff worked with 65 youth. A total of 34 were contacted through outreach; 30 were placed in training, educational programs, or jobs. Eleven youth were provided attitudinal and motivational training; eight were placed in jobs. Sixteen youths were enrolled in daytime remediation classes. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

VA890T13

Natl Center

VA-89-PI-II(3)-SP-001B

JUL 11 1989

019865

ED329723

FINAL REPORT

Improve The Quality Of Vocational Education For Handicapped/Disadvantaged Students

Program Improvement

Conducted Under
Carl D. Perkins Vocational Education Act
Public Law 98-24

Robert Rollins, Executive Director
Quin Rivers Agency for Community Action, Incorporated
Post Office Box 143, Providence Forge, Virginia 23140

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

May 30, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H L Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This project was conducted in accordance with a contract with the Virginia Department of Education, Divisions of Vocational educa-education.Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgement in conduct of the project. Points of view or opinions stated do not therefore, neccessarily represent official Virginia Department of Education policy

CE 057 198

BEST COPY AVAILABLE

TABLE OF CONTENTS

PAGE

List of tables and illustrations. 1-5

Abstract. 6

Body of the report. 7

Problem area toward which the project was directed. 7-8

Goals and objectives of the project. 8

Description of the general project and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments, and techniques used. 9-10

Results and accomplishments of the project. 11

Evaluation of the project. 12

Conclusions, implications and recommendations for the future. 12

Balance sheet. . . . . .

LIST OF TABLES AND ILLUSTRATIONS

PAGE

Follow-up Information. 1

Significant Data Collected. 2

Wide Range Acheivement Test Results. 3

Participant Transportation. 4

Student Characteristics 5

TABLE 1.

Follow-up Information

August 12, 1988 TO May 26, 1989

Activities	90 Days	120 Days	Total
Job Placement	6	6	6
ABE/GED Daytime	10	10	10
Literacy Training	0	5	5
Returned to School	9	6	6*
Tutoring	0	8	8
Vocational Education (JTPA)	7	7	7
Received GED	0	1	1
Entered Job Corp	1	1	1
Job Development	0	2	2
Pre-Vocational Preparation	16	16	16
Job Corp Returnees Assisted			

*NOTE: 2 youth dropped out again
1 youth was killed in an automobile accident

TABLE 2.

Significant Data Collected

Number of outreach contacts made:	78
Number of parents working:	8
Number of youth dropped out from:	
7th grade	1
8th grade	1
9th grade	7
10th grade	4
11th grade	6
12th grade	4
Age of dropouts:	
16 years old	1
17 years old	5
18 years old	8
19 years old	4
20 years old	1
21 years old	4
Number of youth referred to project:	19
Mentally Retarded	6
Emotionally Disturbed	10
Learning Disability	1
Brain Damaged	2
Adult Literacy Program:	13
Reading grade levels:	
3rd grade	5
4th grade	2
5th grade	2
8th grade	2
9th grade	1
10th grade	1
Number of youth contacted who were not interested in Vocational Services:	5
Number of youth contacted who moved from area during program operations:	7
Total unduplicated enrolled in project:	68

NOTE: Nineteen (19) youths would accept only job search assistance; two (2) other youths were assessed and tested by Capital Area Training Consortuum's JTPA Staff. The remaining youth did not show-up for testing or counseling following outreach.

TABLE 3.

Test data represents results achieved by project participants using the Wide Range Achievement Test (WRAT) administered during the period September, 1988.

TEST RESULTS

Number Tested	Last Grade Attended before School	Grade Level Tested At (Math)	Grade Level Tested At (Reading)
1	7th	8th	8th
1	8th	Could not read test	
9	9th	1 Could not read test	
		6th	5th
		10th	10th
		7th	12th
		6th	11th
4	10th	12th	12th
		6th	4th
		6th	8th
		7th	12th
6	11th	10th	12th
		4th	10th
		3 Could not read test	
		6th	12th
5	12th	Could not read test	
25		11th	4th
		12th	11th
		12th	12th
		Above 12th	12th

ANALYSIS:

	Math	Reading
Below Grade Level	19	15
At Grade Level	2	2
Above Grade Level	4	8

	NR.	Math Percent	NR	Reading Percent
Below Grade Level	19	76%	15	60%
At Grade Level	2	8%	2	8%
Above Grade Level	4	15%	8	32%

Conclusion: According to the results, only 40% of the dropouts were able to read at or above grade level while only 23% could compute at or above grade level. This is significant given todays labor market requirements for basic skills at entry level

TABLE 4.

VOCATIONAL EDUCATION SERVICES

Transportation

	Number Trips	Number Participants/With Children	Purpose	Vehicle Used
September	7	10 (1c)	Outreach Testing and Career Counseling	Dodge 15 Passenger Job Mobile
October	18	36 (14c)	Testing, Outreach, Recruitment, & JTPA Interview	Job Mobile & Ford 12 Passenger
November	10	39 (8c)	ABE/GED Class on Job Mobile Outreach	Job Mobile
December	6	9 (1c)	Outreach ABE/GED Class on Job Mobile 3 did not show	Job Mobile Ford 12 Passenger
January	8	14 (10c)	Career Counseling Testing, JTPA Interview ABE/GED	Dodge 12 Passenger Ford 12 Passenger
February	5	11 (8c)	ABE/GED Job Fair	Ford 12 Passenger
March	5	12 (16c)	Career Counseling ABE/GED Testing	Dodge 12 Passenger, Ford 12 Passenger
April	9	7 (7c)	ABE/GED Literacy Training, 2 no shows	Ford 12 Passenger
May	7	3	Literacy Training	Ford 12 Passenger, Dodge 12 Passenger
9 Months	75	122 (65c)	5 Different Activities	3 Different Vehicles

Legend: "c" (children accompaning parents)

TABLE 5.

STUDENT CHARACTERISTICS

IN-SCHOOL COMPONENT

Student Characteristics	Males	Females	Number of Students
Sex:	15	4	19
Race:			
White	4	1	5
Black	10	4	14
Age:			
16 years old	8	2	10
17 years old	3	1	4
18 years old	2	1	3
19 years old	0	1	1
20 years old	1	0	1

Source: Project Teacher Assistant, Charles City Public School System, October 1988-May 1989.

HANDICAPPED STUDENTS

Type of Handicap	Total Number
Mentally Retarded	6
Emotionally Disturbed	10
Learning Disability	1
Brain Damaged	2

Source: Project Teacher Assistant, Charles City Public School System, October 1988-May 1989.

ABSTRACT FOR FUNDING AGREEMENT WITH VOCATIONAL EDUCATION

TITLE OF PROJECT: Improve the Quality of Vocational Education for Handicapped /Disadvantaged Students

TIME PERIOD: August 15, 1988 to May 30, 1989

GOAL: To provide outreach to 49 Charles City County out-of-school economically and disadvantaged youth ages sixteen (16) through twenty-one (21) in order to facilitate their entrance into vocational education, employment, or other education and training.

OBJECTIVES:

1. To assess 100% of the youth contacted in relation to their vocational and education needs.

2. To provide 100% of the youth with guidance and counseling services to assist them with occupational choices and with the selection of a vocational education program.

3. To provide transitional services such as attitudinal and motivational pre-vocational training for 20 handicapped/ disadvantaged 16-21 years old.

4. To provide 10 youth with pre-vocational educational preparation and basic skills development, conducted in cooperation with business and industry.

5. To provide special pre-vocational preparation to thirty (30) rural youth who need special pre-vocational education before entering a vocational education program.

PROCEDURES FOLLOWED:

Phase 1 Provided orientation and training for project staff and conducted project orientation for referral network agencies.

*Results and Accomplishments

Phase 2 Identified project participants through outreach, school guidance office, networking agencies, and community.

*Results and Accomplishments

Phase 3 Conducted assessments and counseling to assist students with selecting a vocational education program, provide basic skills development, literacy training, transitional services, job development, and placement services.

*Results and Accomplishments

Phase 4 Collected data; conducted in-process, diagnostic, and project evaluations; analyzed data and submitted reports.

*Results and Accomplishments

ABSTRACT (continuation)

EVALUATION:

CONCLUSIONS AND RECOMMENDATIONS:

The most important contribution to be made by the proposed project is its design. The design encourages the exchange or useful information among human service agencies and vocational education toward the common goal or a comprehensive service delivery system for youth in-school or out-of-school. Thus ensuring that youth participants will receive services available through vocational education and such non-vocational services, and where such services are found more suitable to the need of the participant.

5. Body of the Report

a. Improve The Quality of Vocational Education for Handicapped/ Disadvantaged Students.

b. Problem Area Toward Which the Project was Directed:

Handicapped and disadvantaged out-of-school youth in Charles City County had experienced specific vocational problems which could be attributed to several factors. The geographic location and the lack of public transportation made traditional employment services, vocational education programs, community colleges, technical centers, libraries, rehabilitation centers, and other training centers unaccessible to persons most in need of this type of service. In addition, Charles City has a significant number of individuals who experienced difficulties with the educational system which affects their ability to cope with the labor market and become gainfully employed.

Charles City County had a low rate of individuals who graduated from high school. According to the 1980 Census, only 41.9% of persons 25 years and older graduated from high school. This problem was particularly evident in the current school age population. Summaries of Charles City High School dropouts by school grades 8 thru 12 and special education for a four year period (1981-1985) revealed a dropout rate of 6.9%. The population characteristics prepared through the Department of Sociology (Extension Rural Sociology) of Virginia Tech revealed that 12.6% of the students enrolled during the school term had major disabilities (learning disabilities - 43; hard of hearing - 29; emotionally distrubed - 9; speech - 63; all other MH 101/OH/NCPS). Summaries of Charles City High School dropouts for 1984-85 revealed that 28 of the 33 students dropped out indicated those leaving school might encounter difficulties coping with the labor market and refused a specific programs to address their vocational needs. In addition to their vocational needs going unmet, these individuals also experienced poor physical and mental health or extended periods of unemployment or loss of self-esteem.

Traditional outreach approaches which are often implemented in urban areas has proved to be ineffective with rural handicapped and disadvantaged out-of-school youth or their parents. This is because many youths are isolated. Programs specifically designed to assist youth are often uncoordinated or coordination is frequently constrained by "turfism." Programs are often delivered in a fractionalized manner, and programs have a high susceptibility to uncoordinated management, poor accountability, and high duplicative operational overhead cost, and most rural areas do not have stable economic bases and the necessary support systems with which to provide transitional services need by youth. Although many of the programs are well intended they make little impact on the conditions of handicapped and disadvantaged youth in this rural community.

b. Problem Area Toward Which the Project was Director (continued)

Consequently, these programs do not establish outreach strategies to facilitate entrance of youth into programs of transitional services prior to the youth dropping out of school. The lack of adequate career information coupled with parents, relatives, friends, and others who are not career oriented or are unemployed contributes to the faulty perception by rural handicapped and disadvantaged youth of the labor market and career services. With a lack of adequate career information and adequate academic skills, youth often times are faced with harsh realities of the "arena of diminishing jobs with good pay." With the lack of skills, youth were not prepared to participate in pursuing jobs.

All of these factors served to discourage the yough and consequently added numbers to the public assistance rolls. In addition, it increased the number of youth who have a faulty perception of the labor market and the numbers who are unable to deal with evolving technological changes in our economy.

c. Goal:

To use funds from vocational education in support of objectives that meet the vocational education needs of rural ceonomically handicapped/disadvantaged youth.

Objectives:

1. To provide outreach to 49 Charles City County out-of-school economically and disadvantaged youth ages sixteen (16) through twenty-one (21) in order to facilitate their entrance into vocational education, employment, or other education and training.

2. To assess 100% of the youth contacted in relation to their vocational and education needs.

3. To provide 100% of the youth wide guidance and counseling services to assist them with occupational choices and with the selection of a vocational education program.

4. To provide transitional services such as attitudinal and motivational pre-vocational training for 20 handicapped/ disadvantaged 16-21 year olds.

5. To provide 10 youth with pre-vocational educational preparation and basic skills development, conducted in cooperation with business and industry.

6. To provide special pre-vocational preparation to thirty (30) rural youth who need special pre-vocational education before entering a vocational education program.

d. Project Design:

The project consisted of three (3) components, (a) a mobile unit outreach component, (b) an in-school component, and (c) a job development component. Each component provided a variety of services to meet the pre-vocational or transitional needs of disadvantaged and handicapped students.

A mobile outreach unit, or "traveling classroom" was used by Quin Rivers to make contact with dropouts with their neighborhoods for enrollment and delivery of project services, i.e. literacy training, Adult Basic Education, guidance and counseling using Virginia View, referral to vocational training or other employment training programs. The mobile unit was self-contained and had its own generator to cool or heat its internal environment. It was equipped with adult basic educational materials, tape recorder, filmstrip projector, and had the necessary outlets of connective movie projectors or computers. The unit was staff by an ABE Teacher and a Driver/outreach worker. They used the mobile units 10 carousels and counseling corner to conduct intake and assessment.

The in-school component was staffed by a teacher assistant who provided assistance to teachers of students who needed special pre-vocational preparation during mainstream vocational training.

The job development component identified particular positions with employers who would hire disadvantaged and handicapped youth. Job development was to be about the creation of positions in occupations or businesses not currently employing disadvantaged and handicapped youth. Coordination with the existing network of job development agencies, the school's Vocational Education Advisory Council and area businesses was pursued in the interest of providing realistic placements and labor market information.

1. Procedures Followed:

(a) Access - Handicapped/Disadvantaged youth entered the project through either of four (4) paths; (1) identification by high school guidance counselors, (2) as walk-ins at Quin Rivers CAA's Community Service Center, (3) as a referral from another agency who helped to make eligible youth aware of project services, and (4) through mobile unit outreach.

(b) Intake, Assessment, Career Development Plans - Youth who accessed project services were provided information pertaining to individual characteristics, educational attainment, previous work experience accomplishments, and other information that would be required by referral agency sponsors. Youth were evaluated when they entered the program. Career Development Plans were built for students using project components and other community resources. The ultimate objective was to provide the services that meet the vocational education needs of handicapped and disadvantaged youth.

d. Project Design (continued):

(c) Quin Rivers project staff also provided assistance, support services and monitoring functions for the in-school component

(d) Out-of-school youth were offered three basic options in the proposed project. The first option, GED preparation with part-time unsubsidized employment experience. This experience was available through Quin Rivers CAA.

The second option was for 16-18 year olds to return to school for alternative education offerings including special pre-vocational preparation, transitional services, guidance and counseling services.

The third option was the Fair Break Program for youth who had problems with basic educational skills. This computer-based program focused on teaching math, reading, and language arts. It sought to create access to meaningful employment for unemployed dropouts and prepare them for GED.

Appendix I outlines project services and coordination tasks for linking economically disadvantage and handicapped youth with employment and training opportunities.

2. Target Population - Charles City County is located within Planning District 15, approximately 26 miles east of Richmond. Much of the county's population pattern has traditionally acted as a deterrent to economic development. The nearest employment service offices are located in Richmond and 28 miles east in Williamsburg. Vocational education programs, community colleges, technical centers, rehabilitation centers and other training facilities are located in this distant metropolitan areas outside of the county. The largest employers in the county is the public school, county government, and lumber mills. The 1980 Census detail seventy-five (75) percent of the residents are out commuters to employment. There is no public transport system operating between Charles City and the surrounding metropolitan areas (labor market). Transportation is more than an inconvience for those seeking employment or vocational training. The lack of transportation represents an artificial barrier, a denial of self-help. It is for this reason that Quin River CAA, in cooperation with the local educational agency and local government and training needs of youth and adults and resources necessary for meeting their needs. The participants affected were those youth of labor force age, their families, and potential job holders (i.e. recent high school graduates, teen parents), and the discouraged job seekers.

d. Project Design (continued):

The special and unique needs of project participants were:

....assistance with acquiring the knowledge to those a preferred occupation, to locate potential employers and to engage in the type of job search and interview behavior which will lead to an appropriate job.

....Parental involvement.

....Positive attitudes and realistic personal and work goals.

....a variety of educational opportunities.

e. Results and Accomplishments:

1. To date, 34 out-of-school youth had been contacted through out-reach. 8 were referred to the Captial Area Training Consortium for placement in vocational education training; 8 was placed in unsubsidized jobs; 5 was placed in the Bi-County Literacy program; 8 were placed in daytime Adult Education Classes conducted by Quin Rivers CAA; 1 was placed in the daytime General Education Development Class conduted by Quin Rivers CAA. This latter youth took and passed the General Education Development Test.

2. 100% of the youth contacted were assessed for vocational service needs. They identified their needs relative to their interest as being; employment (8), basic skills training (8), returning to school (4), occupational training (4), And remaining in school (15) (those in the business center).

3. 100% of the youth were provided guidance and counseling services. Virginia View was used to assist youth with their understandings about market requirements.

4. 11 youths, 16-21 years old were provided attitudinal and motivational training through counseling sessions conducted by JTPA staff members, Charles City High School guidance counselors, and Quin Rivers CAA Project staff. 8 youth were placed in unsubsidized jobs and 3 was returned to school.

5. 16 out-school youths were enrolled in Quin Rivers CAA daytime remediation classes.

6. 17 Charles City High School Business class students were provided special pre-vocational preparation through the teacher assistant assigned by this project. Students received reading and math tutoring by the teacher assistant, certified Laubach tutor.

f. Evaluation of the Project:

1. Project Staff worked with sixty-five (65) disadvantaged handicapped youth, ages 16-21 years old.

2. The Job Mobile provided first opportunities for staff to work with teen mothers who live in isolated situations.

3. Project transportation, in sixty-five (65) instances, was the key to getting Teenage mothers in for Basic Training, GED Preparation, and Testing.

4. Thirty-six (36) percent of youth contacted were without minimum basic skills yet wanted only job search assistance. Project staff were unable to lead, motivate or encourage these youth through preplanned processes.

5. Project was unsuccessful in establishing a true partnership with Charles City County's Vocational Education Program but was able to successfully collaborate with area JTPA Staff for services on behalf of seven (7) youth.

6. Project was unsuccessful in its job development activities. This was due to both the staff being unable to effect the kind of relationships with area businesses that takes more time than the project permitted and also to the large pool of youth contacted but lacked basic skills.

Overall, the project benefitted fifty-three (53) youth ages 16 to 21, who are now aware of Labor Market and Vocational Education resources they may use as they are self-motivated toward becoming self-reliant.

g. Conclusions, implications, and recommendations for the future:

1. Conclusions: This outreach project works.

2. Implications: This is a need for an outreach project of this type which can assist local public schools overcome negativism nineteen (19) youth from dropouts that affect in-school youth.

3. Recommendations: That technical assistance be provided to Charles City County School Personnel, on the values of collaborating.